DOCUMENT RESUME

EC 032 430

ED 051 593

TITLE	Physical Education and Recreation: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Handicapped Children, *Physical Education, *Recreation

ABSTRACT

One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 73 references on physical education and recreation selected from Exceptional Child Education Abstracts. References include research reports, conference papers, journal articles, texts, and program guides, and are provided with bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED051593

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PHYSICAL EDUCATION AND RECREATION

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 032430

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

ED212 203

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ABSTRACTS

ABSTRACT 10037

EC 01 0037 ED 011 115
Publ. Date 62 59p.
Ginglend, David R.; Gould, Kay
Day Camping for the Mentally Retarded.
National Assn. For Retarded Children, New York, N.Y.
EDRS mf,hc

Descriptors: exceptional child education; recreation; program planning; administration; mentally handicapped; day camp programs; camping; recreational activities; children; personnel; admission criteria; personnel selection; objectives; community relations; program guides

Emphasis in day camping for the mentally retarded is placed on mental health, physical development and coordination (both motor and muscular), social adjustment, and language and intellectual development. Sections are devoted to organization of a day camping program, selecting the staff and the campers, the day camp in operation, day camping as a training period, camp relations with the home and the community, and evaluation. Included are samples of a camp budget, staff responsibilities, communications to parents, and application and progress report forms. An 18-item bibliography is included. (JZ)

ABSTRACT 10093

EC 01 0093 ED 017 088
Publ. Date 66 94p.
Recreation and Physical Activity for the Mentally Retarded.
Council For Exceptional Children, Washington, D. C.
American Assn. For Health, P. E. And Recreation, Washington, D. C.
EDRS mf

Descriptors: exceptional child education; physical education; curriculum; mentally handicapped; recreation; physical activities; recreational activities; recreational programs; art activities; creative activities; handicrafts; music activities; educational objectives; teaching guides

Special educators, physical educators, parents, and volunteers can provide recreation for the mentally handicapped. Background information about the mentally handicapped and their special needs in a recreational program are considered. Objectives of play and of recreational programs and suggestions for program implementation and instruction are presented. Specific examples of varied types of activities are listed. Included is a 114-item annotated bibliography. This document was published by the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036, $2.00. (HJ)

ABSTRACT 10121

EC 01 0121 ED 016 319
Publ. Date 66
Fait, Hollis F.
Special Physical Education, Adapted, Corrective, Developmental.
EDRS not available

Descriptors: exceptional child education; curriculum; physical education; handicapped children; children; psychological characteristics; program administration; teaching procedures; visually handicapped; aurally handicapped; cerebral palsy; orthopedically handicapped; cardiac (person); mentally handicapped; socially maladjusted; mental illness; mental retardation; nutrition; games; physical fitness; dance; older adults

Written for prospective physical education teachers in a variety of settings, the book has three objectives--(1) to introduce briefly the nature of various handicapping conditions, (2) to delineate their psychological implications, and (3) to suggest suitable games and activities. Historical background, a basis for understanding the handicapped, administrative principles, and characteristics of an effective adapted physical education program are provided. The following disorders are considered--visual handicaps, auditory handicaps, cerebral palsy, orthopedic defects, heart conditions, convalescence, nutritional disturbances, other physical conditions requiring adapted physical education, mental retardation, social maladjustment and mental illness, and aging. The following activities and topics are treated--basic skill games, rhythms and dance, individual sports, dual games, team games, swimming, weight training, outdoor education, corrective body mechanics, and developmental programs for physical fitness. An appendix includes suggested films and filmstrips for teachers, film sources, record sources, professional organizations, societies and associations, and periodicals. This document was published by the W.B. Saunders Company, Philadelphia, Pennsylvania. (DF)

ABSTRACT 10130

EC 01 0130 ED 017 110
Publ. Date 67 46p.
Physical Education and Recreation for the Mentally Retarded.
American Assn. Health, Phys. Educ., Recr., Washington, D. C.
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS mf

Descriptors: exceptional child education; mentally handicapped; audiovisual instruction; physical education; recreation; audiovisual aids; instructional materials; annotated bibliographies; films; phonograph records; sound films; tape recordings; video tape recordings

This guide contains an annotated list of selected audiovisual materials in physical education and recreation for those working in the field of mental retardation. Information about the technical aspects, subject matter, and rental or purchase is provided for 32 films, 23 records, 16 tape recordings, and three slide presentations. This document was published by the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (TM)

ABSTRACT 10183

EC 01 0183 ED N.A.
Publ. Date Feb 66
Corder, W. Owens
Effects of Physical Education on the Intellectual, Physical, and Social Development of Educable Mentally Retarded Boys.
South Carolina State Dept. Of Education, Columbia
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; physical education; educable mentally handicapped; intellectual development; physical development; males; adolescents; social status

The effects of a 20-day program of physical education (1 hour daily) on the intellectual development, physical development, and social status of eight educable mentally retarded boys were studied. The subjects were compared with the officials group of eight subjects (who kept records and rated the training group in an attempt to study the Hawthorne effect) and the control group of eight subjects (who remained in their usual classroom program). The subjects were attending special day classes, were aged between 12-0 and 16-7 years, and had IQ's between 50 and 80 on the Wechsler Intelligence Scale for Children (WISC). The WISC, the Youth Fitness Test (YFT), and the Cowell Personal Distance Scale were administered before and after the program. The WISC full scale, verbal scale, and performance scale IQ's were analyzed by analysis of variance, and the test of differences between two groups was applied. The training group made significant full scale IQ and verbal scale IQ gain scores over the control group (at the .05 level). There were no significant differences in full scale or verbal scale mean IQ gain scores between the training group or between the officials group and the control group, nor were there significant differences among the three groups on the performance scale. On the YFT every boy in the training group showed improve- ment on every subtest, and the group as a whole made significant gain scores over the officials and the control group (.05 level). There were no significant differences among the three groups on mean gain scores on the Cowell Personal Distance Scale. Seven tables and 10 references are included. This article was published in Exceptional

Children, Volume 32, Number 6, pages 357-364, February 1966. (CG)

ABSTRACT 10245

EC 01 0245 ED 018 046
Publ. Date Aug 67 27p.
Freeberg, William H.; Lunan, Bert
Recreation for the Handicapped, a Bibliography. Supplement I.
Southern Illinois Univ., Carbondale
Vocational Rehab. Admin., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; recreation; bibliographies; handicapped; educational philosophy; recreational facilities; administration; management; leadership; recreational programs; personnel; participant characteristics; volunteer training; professional education; community recreation programs; community development; audiovisual aids; institutionalized (persons); standards; rehabilitation; socialization; camping; games; playgrounds; recreational activities; music activities

Listing 442 references from January 1, 1965 to January 1, 1967, this bibliography on recreation for the handicapped supplements the original bibliography of references from the 1950-65 period. Entries are arranged in 13 categories suggested by an advisory committee -(1) general philosophy, (2) administration of recreation facilities, (3) leadership and management, (4) programs (camping, clubs, activities, playgrounds, rhythm, music, dramatics, sports, and varied physical activities), (5) characteristics of groups, (6) training and experience for recreation personnel, (7) community development, (8) audiovisual materials, (9) institutional recreation, (10) multidisciplinary activities in recreation, (11) standards and accreditation policies, (12) socialization and rehabilitation, and (13) bibliographies. This document was prepared by the Information Center on Recreation for the Handicapped, Southern Illinois University, Carbondale, Illinois. (DF)

ABSTRACT 10297

EC 01 0297 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child.
New Jersey Assn. For Brain Injured Child., East Orange
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

ABSTRACT 10328

EC 01 0328 ED 012 141
Publ. Date 05 Jan 67 262p.
Goheen, Royal L.
The Development and Evaluation of Three Types of Physical Education Programs for Educable Mentally Retarded Boys. Final Report.
Boston Univ., Massachusetts, School Of Educ.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; physical education; educable mentally handicapped; psychomotor skills; athletics; males; adolescents; children; physical fitness; social adjustment; Latchaw Motor Achievement Test; AAHPER Youth Fitness Battery; Corvell Social Adjustment Index

Three physical education programs, skill oriented, play oriented, and free-play oriented, were developed. These programs were examined initially by seven experts and then subjected to a pilot study. The revised programs were taught by research assistants to six experimental groups which included 82 boys at two state schools for the mentally retarded. The instructional period was 39 class hours (13 weeks) in duration exclusive of time taken for purposes of evaluation. The programs were evaluated on the basis of pretests and posttests which ascertained achievement levels in items relating to physical fitness, motor ability, and social adjustment. Major conclusions were (1) that the skill oriented groups at both schools indicated significant improvement in a greater number of test items than did the others, (2) that these same two groups indicated a more uniform improvement in motor ability items, (3) that the skill oriented group at one school indicated significantly better performances than the other groups at that school in the pull-ups and volleyball wall volley, (4) that both the skill oriented and free-play group at this school were significantly better than the play oriented group in the basketball wall pass. A major recommendation is that a skill oriented physical education program, similar to the one developed in this study, be utilized for educable mentally retarded boys. (UM)

ABSTRACT 10384

EC 01 0384 ED 015 594
Publ. Date 65
Daniels, Arthur S.; Davies, Evelyn A.
Adapted Physical Education, Principles and Practice of Physical Education for Exceptional Students. Second Edition.
EDRS not available

Descriptors: exceptional child education; recreation; physical education; handicapped; recreational activities; physical activities; anatomy; adjustment problems; adolescents; amputees; aurally handicapped; camping; cardiac (person); cerebral palsy; children; college students; emotionally disturbed; epilepsy; handicapped children; physically handicapped; special health problems; student adjustment; visually handicapped; mentally handicapped; emotionally disturbed; administration

The three purposes of this book are (1) to show how physical education activities may be adapted for exceptional students at all levels of school, (2) to serve as a practical guide to physical education personnel who wish to work for full development of each student, and (3) to serve as a text for students in training, teachers, and therapists. Part 1 defines the problem in terms of children to be served, society's changing attitudes toward those with disability, and adjustment problems. It also reviews anatomy, kinesiology, and physiology of exercise. Part 2 considers physical education in relation to children with specific disabilities such as amputations, heart conditions, cerebral palsy, epilepsy, poliomyelitis, visual and auditory handicaps, and special health conditions. Programs for children with emotional instability, behavior problems, or mental retardation are discussed briefly. Part 3 considers a number of administrative-organizational topics and the values of aquatics and camping. A final chapter examines several questions related to life after the school program is completed. Selected bibliographies follow each chapter. This document was published by Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016, and is available for $8.50. (DF)

ABSTRACT 10387

EC 01 0387 ED 013 007
Publ. Date 67
Directory of Camps for the Handicapped. 6th Edition.
National Society For Crippled Children And Adults, Chicago, Illinois
American Camping Assn., Inc., Martinsville, Indiana
EDRS not available

Descriptors: exceptional child education; recreation; handicapped children;

directories; camping; day camp programs; resident camp programs; handicapped; adolescents; adults; summer programs; recreational programs; United States; Canada

One hundred and seventy-seven resident camps in the United States and Canada and 77 day camps in the United States which serve children or adults with physical, mental, social, and emotional handicaps are listed alphabetically by state. For each camp, information on types of the handicapped who are accepted, specific exclusions, age range, number and length of sessions, capacity, fee, camperships available, and name and address of sponsor are given. Each section (resident and day camps) is indexed alphabetically by camp name and by type of impairment. Any camp that has received accreditation by the American Camping Association or that is in some degree supported by the Easter Seal Society is indicated. This document was published by the National Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue, Chicago, Illinois 60612, and is available for $1.00. (RS)

ABSTRACT 10456

EC 01 0456 ED N.A.
Publ. Date Nov 68 103p.
Birenbaum, Arnold; Schwartz, Arthur L.

Recreation for the Mentally Retarded--A Community Based Program.

New York Assn. For Help Of Retarded Children, N. Y.
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; community programs; interagency cooperation; interagency planning; community agencies (public); educable mentally handicapped; trainable mentally handicapped; demonstration projects; children; adolescents; young adults; self care skills; agency role; questionnaires; participant satisfaction; parent reaction; recreational programs; social agencies; program evaluation; recreational activities; community services; program planning; interpersonal competence; New York City

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultative, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 58 percent of the participants, was highest in the children's and adolescents groups in low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, convenience and location of the agency was a major complaint (made by 38 percent of 56 respondents), and a need was demonstrated for a continuation of programs to reduce social isolation (less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conducive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions—outside rather than local funding, lack of social disorganization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

ABSTRACT 10463

EC 01 0463 ED 015 583
Publ. Date 20 Oct 66 39p.

Bibliography on Research in Psychomotor Function, Physical Education, and Recreation for the Mentally Retarded.

Association Health, Phys. Educ., And Recreation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; physical education; recreation; mentally handicapped; psychomotor skills; childrens games; custodial mentally handicapped; educable mentally handicapped; games; minimally brain injured; neurologically handicapped; physical fitness; physical recreation programs; recreational activities; recreational facilities; recreational programs; research; trainable mentally handicapped

Ranging in date from 1900 to 1966, this alphabetized bibliography lists 490 articles, reports, unpublished works, and papers concerning recreation, physical education, and psychomotor functions. The bibliography's citations are relevant to the educable, trainable, severely, and profoundly mentally handicapped, the brain damaged, and those with neuropathological conditions. (JA)

ABSTRACT 10475

EC 01 0475 ED 019 792
Publ. Date 67 53p.

Directory of Residential Camps Serving the Mentally Retarded.

National Assn. For Retarded Children, New York, N. Y.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; recreation; resident camp programs; educable mentally handicapped; trainable mentally handicapped; physically handicapped; emotionally disturbed; cerebral palsy; minimally brain injured; directories; summer programs

Prepared by the National Association for Retarded Children from a questionnaire sent to state and local organizations, the Directory (1967) lists residential camps serving the mentally retarded throughout the United States. camps are entered alphabetically according to geographic location within each state. Types of children served include mentally retarded, educable mentally retarded, trainable mentally retarded, physically handicapped, emotionally disturbed, cerebral palsied, and brain injured. For each camp descriptive information states handicaps served, age range, season, fee, and capacity. Names and addresses of the sponsor and the contact for each camp are listed throughout. A companion volume on day camps is also available. (JD)

ABSTRACT 10570

EC 01 0570 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.

Recreation for Retarded Teenagers and Young Adults.

EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in

the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

ABSTRACT 10573

EC 01 0573 ED 021 357
Publ. Date Aug 67 67p.
Best, Helen And Others
The Effect of Structured Physical Activity on the Motor Skill Development of Children with Learning Disabilities (Minimal Brain Dysfunction).
Memphis State University, Tennessee
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; physical education; minimally brain injured; physical activities; motor development; skill development; tests; psychomotor skills; perceptual motor coordination; perceptual motor learning; children; special programs; Johnson Test of Motor Skill Development

Students in 24 perceptual development classes for the minimally brain injured were studied to determine the effect of structured physical activity on motor skill development, to compare this effect with the effect of unstructured activity, and to determine the effect of an increased amount of time of physical activity. The Johnson Test of Motor Skill Development was administered before and after an 8-week program. The experimental group of classes was given structured physical activities; the control group had regular play periods. Results indicated a statistically significant difference between the experimental and control groups (p less than .01) with increased motor skill development occurring in the experimental group. Schedules and diaries recording structured activities used in the experimental group are included. The Johnson Test, four tables, four illustrations, and a 19-item bibliography are provided. (LE)

ABSTRACT 10679

EC 01 0679 ED N.A.
Publ. Date 61 224p.
Carlson, Bernice Wells; Ginglend, David R.
Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft, and Other Play Activities.
EDRS not available
Abington Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.00).

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; childrens games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; playground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10760

EC 01 0760 ED 023 201
Publ. Date 67 95p.
Cratty, Bryant J.
Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth.
EDRS not available
Educational Activities, Inc., P. O. Box 392, Freeport, New York 11520 ($2.95).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; physical education; teaching methods; educable mentally handicapped; trainable mentally handicapped; mongolism; children; neurologically handicapped; adolescents; physical fitness; physical activities; games; sequential learning; curriculum guides; development; perceptual motor coordination

Intended for special education and physical education teachers, the handbook presents selected developmental sequences of activities based on the analysis of perceptual motor characteristics of groups of retarded and neurologically handicapped children. Four classifications of children and their perceptual motor characteristics are discussed: the trainable retarded, the educable retarded, mongoloids, and the neurologically handicapped. Teaching guidelines are given for presentation of motor activities, and specific programs are outlined for evaluation and graded development. Areas covered are body image (perceptions of the body and its position in space), balance, locomotion, agility, strength and endurance plus flexibility (fitness), catching and throwing balls, manual abilities, and moving and thinking. The importance of the initial evaluation of children in program planning is reviewed, and model programs for the four classifications of children are outlined. A glossary and a 123-item bibliography, which includes sources of games and similar activities, are provided. (SB)

ABSTRACT 10789

EC 01 0789 ED 025 868
Publ. Date 67 43p.
Scouting for the Mentally Retarded.
Boy Scouts Of America, New Brunswick, New Jersey
EDRS not available
Boy Scouts Of America, New Brunswick, New Jersey 08903.

Descriptors: exceptional child services; mentally handicapped; organizations (groups); recreation; community programs; group membership; games; males; leadership responsibility; youth programs; group instruction; voluntary agencies; leisure time; physical activities; camping; hobbies; singing; Boy Scouts of America

The handbook for leaders discusses ways in which scouting helps and how the unit serves the boys. Advancement, rank, and the boys are discussed; boy scout tests (tenderfoot and second class interpretation for mentally retarded boys), group activities, and a sample ceremony are detailed. Listings are given of membership provisions, helps for leaders, 20 scout publications, and 23 references. (LE)

ABSTRACT 10803

EC 01 0803 ED 025 079
Publ. Date 30 Jun 67 56p.
Project on Recreation and Fitness for the Mentally Retarded.
Hamilton City School District, Ohio
EDRS not available
Charles E. Merrill Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child research; mentally handicapped; community programs; physically handicapped; physical education; vocational education; educable mentally handicapped; trainable mentally handicapped; orthopedically handicapped; camping; work experience programs; perceptual motor learning; teaching methods; socialization; physical education facilities; physical activities

All educable (IQ 50 to 75) and trainable (IQ 30 to 50) mentally handicapped and orthopedically handicapped children (16,000) in special education classes in Hamilton, Ohio, participated in a physical education program of vigorous movement and varied indoor and outdoor activities. Two full time instructors, 80 volunteers, and a part time secretary made up the project staff. Five gymnasiums were used and over 3,500 students were taken on outings in the woods. Educable students were tested with a modified version of the Youth Fitness Test and, in general, the curve of the means of each test followed the same curve of the norm although the means were greater. However, there was a large difference in individual performances. In a work training experience, 31 boys over 16 years of age constructed trails and a camping area on a recreational site which resulted in an improvement in community attitude. Physical facilities, materials, and equipment of the work program are described; instructional methods and some specific activities and games used in the physical education program are presented. Teacher and student evaluations of the program were favorable. (SN)

ABSTRACT 10833

EC 01 0833 ED 025 892
Publ. Date 31 Aug 68 205p.
Rarick, Lawrence G.; Broadhead, Geoffrey D.
The Effects of Individualized versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.
Wisconsin University, Madison, Department Of Physical Education

Office Of Education (DHEW), Washington, D. C.;
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS mf,hc
OEG-0-8-071097-1760
BR-7-1097

Descriptors: exceptional child research; mentally handicapped; art; learning disabilities; physical education; minimally brain injured; behavior change; social development; motor development; emotional development; intellectual development; individualized instruction; group instruction; elementary school students; educable mentally handicapped; age differences; physical activities; sex differences

The investigation examined the role of physical activity programs in the modification of the motor, intellectual, social, and emotional development of educable mentally retarded children and minimally brain injured children. Forty-nine classes of children (275 educable mentally retarded and 206 minimally brain injured) participated in 20 weeks of instructional programs. Classes were randomly assigned to one of four treatments: two were physical education programs (one individually oriented, the other groip oriented); one was an art program (Hawthorne effect); the fourth, a control (usual program). A battery of 32 tests was administered prior to and at the end of the experiment. Children in the special experimental programs elicited greater positive changes in their motor, intellectual, and emotional behavior than those in the control program. Of the special programs, the physical education programs were superior in modifying motor performance, the art program in altering emotional behavior, and neither was superior in modifying intellectual behavior. The individually oriented physical education program elicited greater gains than the group oriented program in measures of motor, intellectual, and emotional behavior. Positive behavior changes occurred more frequently in the older than younger, more often in the brain injured than the retarded, and more frequently in the boys than the girls. (Author)

ABSTRACT 10872

EC 01 0872 ED 012 521
Publ. Date 66 36p.
A 1966 Summer Program for Children with Physical, Multiple and Mental Handicaps, June 22, 1966 to August 17, 1966, Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division Of Curriculum And Instruction
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; physically handicapped; multiply handicapped; summer programs; children; program evaluation; program descriptions; student evaluation; tests; questionnaires; test results; physical fitness; parent attitudes; attitudes; student attitudes; teacher attitudes; Doman Delacato Profile; Hayden Physical Fitness Test

This summer program for handicapped children was designed to meet the special needs of these children for socialization and better use of leisure time and to provide data which would enable the division of municipal recreation and adult education to plan future programs. Both the mentally handicapped children's program (54 participants) and the program for physically or multiply handicapped children (51 participants) consisted of games, crafts, musical activities, and field trips. Base line data were obtained from descriptions of the children by the director, the Hayden Physical Fitness Test, and an adaptation of the Doman-Delacato Profile. Questionnaires for children, staff, and parents were used for program evaluation. Results showed the range of physical fitness. The four children tested with the Doman-Delacato Profile scored on four of the five possible scoring levels, excluding the highest level. Children's questionnaire results showed a higher percentage of happy responses than either neutral or sad responses to questions about the program. Staff ratings of the program ranged from satisfactory to outstanding. Parent responses also indicated a high degree of satisfaction. (JZ)

ABSTRACT 10878

EC 01 0878 ED 011 716
Publ. Date 65 69p.
Hatch, Modesta
Guide for Training Recreation Leaders in Constructuve and Creative Recreation Activities for the Mentally Retarded, In-Service Training Manual.
Rainier School, Buckley, Washington
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; recreation; games; physical activities; recreational activities; guides; music; singing; Buckley

Developed as a guide for recreation leaders and volunteers working with the mentally handicapped, this booklet presents guidelines and specific activities for physical conditioning and social recreational activities. Recreational theories and their application to the mentally handicapped are presented. Directions are given for physical exercises, ball and bean bag games, musical and singing games, and fingerplays. The bibliography contains over 66 items. (MY)

ABSTRACT 10937

EC 01 0937 ED 026 781
Publ. Date 68 22p.
Adapted Physical Education Program. 1968 Report.
Pittsburgh Public Schools, Pennsylvania, Office Of Research
EDRS mf,hc

Descriptors: exceptional child research; physically handicapped; special health problems; physical education; remedial programs; physical fitness; individualized instruction; teacher qualifications; rating scales; etiology; program evaluation; administration; clinical diagnosis; staff role; special classes

A program was introduced in 1965 to provide individualized physical education for students in grades 1 through 12 who could not participate in regular physical education programs. Twenty-one schools and 1,640 students with a variety of conditions participated. The most frequent limitations of participants were low physical fitness, overweight, and curvature of the spine. Pupils attended an average of two 45-minute classes a week where they engaged in regular physical education activities adapted to their specific needs. Measurement of program effectiveness revealed that although the number of schools having the program increased, the number of students served decreased, and there was no difference in improvement of students with low physical fitness related to whether they had one, two, or five classes per week. Instructors estimated that 30% of participants reached maximum improvement, 44% showed moderate improvement, 17% minimal improvement, and 9% no improvement. Of the students, 16% were returned to regular physical education classes. Administrative considerations are included. (LE)

ABSTRACT 11072

EC 01 1072 ED 022 312
Publ. Date 67 22p.
Dexter, Genevie
Instruction of Physically Handicapped Minors in Remedial Physical Education.
California State Department Of Education, Sacramento, Bureau Of Health Education, Physical Education, And Recreation
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; physical education; state programs; program planning; guidelines; special programs; remedial programs; financial needs; physical activities; administration; physical handicaps; equipment; facilities; financial support; course content; course organization; California

The 1967 California Legislature enacted regulations which enable local school districts to provide appropriate physical education programs for severely physically handicapped children who cannot be served in regular programs. After a summary of regulations on eligibility, class size, and reimbursement procedures, attention is given to the following: designing physical education programs to meet individual needs; procedures for initiating instruction in remedial physical education; guidelines for judging severity of disabilities; apportionment of financial allowances; requirements for a suitable teaching station; and essential equipment and supplies. Course objectives, policies for developing a course of study, and class procedures and organization are stated; an outline of course content is provided. Two appendixes include the medical evaluation form and the form for the physician's recommendation for physical education and other physical activities. (DF)

ABSTRACT 11081

EC 01 1081 ED 021 389
Publ. Date 67 51p.
Cultural Activities for the Deaf.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.; World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; art; physical education; deaf; cultural activities; cultural education; adjustment (to environment); athletics; dance; personality; leisure time; theater arts; visual arts; art education; conference reports; World Federation of the Deaf

Cultural activities for the deaf are described and discussed in seven conference papers. Two papers by P.R. Wisher of Gallaudet College treat The Role of Physical Education and Athletics for the Deaf in a Hearing World and Psychological Contributions of Dance to the Adjustment of the Deaf. Also included are three papers from Poland: H. Burno-Nowakowska, in Forms and Methods of Raising the Culture and Shaping of Personality of the Deaf and Their Contacts with the Hearing, reports on the use of leisure time by the deaf; B. Gluszczak, in Exit from the Circle of Silence, describes a pantomime theater of the deaf; and M. Krysztalowska offers Remarks on Purpose and Organization of Education through Art in Schools for Deaf Children. In artistic Activities of the Deaf, N.A. Klykova describes the Moscow Theater Studio of Mimicry and Gesture for the deaf; and S. Bjorndal of Norway considers the role of the visual arts, including film, in How Can One Develop the Esthetic Experiences of the Deaf Child? (JD)

ABSTRACT 11095

EC 01 1095 ED N.A.
Publ. Date 66 67p.
Flanagan, Michael E.
Guidelines for Adapted Physical Education.
Pennsylvania Department Of Public Instruction, Harrisburg
EDRS not available

Descriptors: exceptional child education; physically handicapped; special health problems; physical education; administration; identification; personnel; placement; physical education facilities; equipment; scheduling; program administration; administrative organization; special programs; physical activities; guidelines; state programs; Pennsylvania

The guide is designed to help teachers meet the Pennsylvania State Board of Education requirement that every school provide a planned program of adapted, remedial, and modified activities for those elementary or secondary school students requiring such modification. Adapted physical education is defined and the guide explained. The following are also considered: goals and scope of the program; organization, personnel, and functions; and identification and assignment for programing. The two categories of programs, modified and remedial, are described; facilities, equipment, and scheduling are discussed. Also provided are a 33-item bibliography, glossaries for modified and remedial physical education, selected forms for referral and screening, sources of adapted equipment and supplies, and a listing of free pamphlets and posters. (DF)

ABSTRACT 11275

EC 01 1275 ED N.A.
Publ. Date 66 42p.
Seamons, Gloria K.
Swimming for the Blind.
Brigham Young University, Provo, Utah
EDRS not available

Descriptors: exceptional child education; visually handicapped; physical education; program planning; teaching methods; blind; program guides; activities; facilities; equipment; skills; personnel; teaching procedures

The guide presents a program of swimming instruction for the blind. The mechanics of program organization discussed include facilities, equipment, teaching aids, personnel, instruction, and objectives. Swimming skills and activities described are skill progression, drills, orientation and water adjustment, head position, breathing progression, floats and glides and kick glides, safety skills, strokes, finning and sculling, change of position and direction, treading water, water entries, and special activities. A master program of 12 lessons is outlined. Fifty-two items (10 of them unpublished) are listed in the bibliography. (BW)

ABSTRACT 11307

EC 01 1307 ED 016 314
Publ. Date 65 46p.
Painter, Genevieve
Physiological Analysis of Camp Activities in Selected Kennedy Foundation Sponsored Camps for the Mentally Retarded.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; recreation; adults; day camp programs; educable mentally handicapped; models; program effectiveness; program evaluation; program improvement; psycholinguistics; recreational activities; recreational programs; summer programs; trainable mentally handicapped; camping; Kennedy Foundation

Recreational activities observed at six summer day camps (representative of 26 such camps sponsored by the Kennedy Foundation) are reported. Each camp was visited and the first 25 activities presented were analyzed by one of two theoretical models. The model for meaningful (cognitive) activities was used to rate activities in terms of interpretative input (auditory, visual, haptic), meaningful integration (auditory-vocal, auditory-motor, visual-vocal, visual-motor, haptic-vocal, haptic-motor), and expressive output (vocal, motor, vocal-motor). The model for imitative (automatic) activities was used to rate activities in terms of automatic sensory input (auditory, visual, haptic), imitative integration (rhythm, spatial relations, laterality, body image, and non-meaningful auditory-vocal, auditory-motor, visual-vocal, visual-motor, haptic-vocal, haptic-motor), and performance output (imitative vocal, motor, vocal-motor). Also each activity was rated on effectiveness in gaining campers' attention, sequencing instruction, success of performance, types of motor requirements, and types of social interaction. A camp description and an activity analysis are presented for each of the six camps. A summary table compares the activity component analyses. Results indicate that imitative activities were most frequent in all camps, haptic input occurred only occasionally, motor output was most frequent, most frequent integration components were visual-motor and auditory-motor, few activities were sequenced instructionally in small steps, and cooperative play was seldom observed. Suggestions for activity modifications include raising the level of activities from imitative to meaningful, diversifying inputs and outputs, diversifying integration, increasing attention span, developing sequenced instruction in small steps, and increasing social interactions. Examples of possible modifications for each of the above are given. A table listing activity commonality among all six camps is included. (RS)

ABSTRACT 11319

EC 01 1319 ED 016 327
Publ. Date 66 241p.
Buell, Charles E.
Physical Education for Blind Children.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 ($9.00).

Descriptors: exceptional child education; visually handicapped; physical education; curriculum; recreation; blind; children; case studies (education); residential schools; day schools; leisure time; games; childrens games; classroom games; primary grades; secondary grades; intermediate grades; achievement rating; athletics; athletic programs

A practical rather than a theoretical reference guide, the book discusses the need of the blind or visually impaired child for physical education. Past and present programs in public and residential schools, recreation and leisure time activities (a guide for parents), sports and intersrholastic competition, active games, contests, relays, and wrestling are described. The study also considers physical fitness, achievement scales, and grade levels. An appendix lists successful blind teams and athletes and several exercises and tests. (KH)

ABSTRACT 11514

EC 01 1514 ED 029 413
Publ. Date 68 144p.
Canner, Norma
And a Time to Dance.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; body image; teacher role; perceptual motor coordination; teacher workshops; instructional materials

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for circle activities, nonparticipants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included. (LE)

ABSTRACT 11542

EC 01 1542 ED 029 444
Publ. Date 68 52p.
A Guide for Programs in Recreation and Physical Education for the Mentally Retarded.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; physical fitness; psychomotor skills; athletics; athletic activities; measurement instruments; reinforcement; rewards; tests; athletic equipment; medical evaluation; inservice teacher education; volunteers; parent participation; public relations; program evaluation

The Project on Recreation and Fitness for the Mentally Retarded and the objectives of such programs are reviewed. Activity areas surveyed include physical fitness, motor ability, sports skills, special events, and recreation. Also considered are the following: testing and measuring individual progress, including psychomotor and physical fitness tests, developmental profiles, and awards; medical examinations; and facilities, equipment, and supplies. Inservice education and training are discussed, as well as activities for volunteers and parents; public relations and information needs are considered. A guide for program evaluation and a 38-item bibliography are provided. (JK)

ABSTRACT 11543

EC 01 1543 ED 029 445
Publ. Date 68 146p.
Physical Activities for the Mentally Retarded; Ideas for Instruction.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; skill development; perceptual motor coordination; body image; unit plan; recreational activities; physical education facilities; games; psychomotor skills; athletic equipment; athletics; physical activities; student evaluation

A viewpoint regarding physical education and recreation for the retarded is presented, and the development of fundamental motor skills, including postural orientation, locomotor, and other skills, is detailed. Teaching techniques are suggested, and activities are outlined on three levels: level 1, basic movement patterns, fundamental motor skills, initial perceptual development, primitive conceptual formation, and development of self awareness, body concept, and self image; level 2, activities of low organization in which patterns, movements and skills developed at level 1 are applied to increasingly complex situations; and level 3, adapted and lead-up activities in which patterns, movements, and skills are used to prepare the individual for participation in sports, games, and higher organized activities. Sample units on bowling and softball (level 4 activities), a classification index of all activities, a 15-item annotated bibliography, and a form for evaluation of and suggestions for the document are also included. (JD)

ABSTRACT 11550

EC 01 1550 ED 029 451
Publ. Date 68 60p.
Davis, Patricia A.
Teaching Physical Education to Mentally Retarded Children.
EDRS mf,hc
T. S. Denison And Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; physical education; mentally handicapped; teaching methods; trainable mentally handicapped; class organization; basic skills; games; athletic activities; physical fitness; tumbling; recreational activities; human posture; athletic equipment; music activities

Methods for teaching physical education activities and skills to mentally retarded children are presented. General objectives are listed and the physical education program is outlined. Hints are offered for teaching the retarded child; and basic skills and rhythms are described. The following are then described: rhythm games, a volleyball unit and lead-up games, softball skills and lead-ups, basketball hints, soccer skills, a physical fitness activities unit, a stunts and tumbling unit, and relaxation activities. A summary reviews objectives, problems, and methods of physical education. (JK)

ABSTRACT 11556

EC 01 1556 ED N.A.
Publ. Date 64 49p.
Hayden, Frank J.
Physical Fitness for the Mentally Retarded. A Manual for Teachers and Parents.
University Of Western Ontario, Canada, Department Of Physical, Health, And Recreation Education
EDRS not available
Metropolitan Toronto Association For Retarded Children, 186 Beverly Street, Toronto 2B, Ontario, Canada.

Descriptors: exceptional child education; mentally handicapped; physical education; standards; tests; physical activities; physical fitness; physical health; games; programs; rating scales; curriculum guides; calisthenics; teaching guides; Toronto; Canada

The outgrowth of a Toronto project to develop reliable methods for measuring the fitness of severely retarded children which indicated that both strength and endurance could be improved by physical activity, the manual is intended for both parents and teachers. The introduction covers the aims of physical activity, five facts about exercise, and the importance of testing, assessing, prescribing, and evaluating. Physical fitness is defined as including muscular fitness of arms and shoulder, back, abdomen, and legs; organic fitness; and physique. Each may be measured by tests described in the manual. The organization of a testing program is outlined; score sheets, report cards, and rating scales developed for mentally retarded children are provided. Activities for building muscular fitness are explained; and activities are suggested for building organic fitness, including free and stunt running, follow the leader, obstacle courses and mazes, interval movement, relays, and running games. Examples of improvement are cited, and guidelines suggested for administration of the activities. Swimming is also discussed. Teaching tips are offered throughout the manual. The bibliography lists 24 research and review papers and six reference sources for activities. (DF)

ABSTRACT 11585

EC 01 1585 ED N.A.
Publ. Date Oct 64 37p.
Lobenstein, John H. And Others
An Activity Curriculum for the Residential Retarded Child.
Southern Wisconsin Colony And Training School, Union Grove;
Wisconsin State Department Of Public Welfare, Madison, Division Of Mental Hygiene
EDRS not available
Wisconsin State Department Of Public Welfare, Division Of Mental Hygiene, 1 West Wilson Avenue, Madison, Wisconsin 53703.

Descriptors: exceptional child education; mentally handicapped; physical education; curriculum; art; recreation; institutionalized (persons); activities; camping; physical activities; recreational activities; creative activities; group activities; interpersonal competence; curriculum guides

An approach to a balanced activity program for the residential retarded child, this guide lists the objectives and desirable outcomes of the program. Three areas of activity are stressed: physical (sports, games, team games, relays, and swimming), expressive (arts and crafts, music, and dramatics), and social (social development, club room, and camping). For each area, suggested activities are organized for preschool, primary, elementary, preteen, teenage, and adult levels. (BW)

ABSTRACT 11691

EC 01 1691 ED 031 011
Publ. Date Apr 67 43p.
Outdoor Recreation Planning for the Handicapped. Bureau of Outdoor Recreation Technical Assistance Bulletin.
Department Of The Interior, Washington, D. C., Bureau Of Outdoor Recreation;
National Recreation And Park Association, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.40).

Descriptors: exceptional child services; handicapped children; recreational facilities; design needs; multiply handicapped; recreation; physically handicapped; special health problems; individual characteristics; playgrounds; swimming pools; camping; agency role; visually handicapped; natural sciences; sanitary facilities; state agencies; private agencies; aurally handicapped; mentally handicapped; emotionally disturbed

The requirement that the handicapped be given special consideration as prerequisite to state participation in the Land and Water Conservation Fund Program is stated, and the following groups of handicapped are specified: the physically, visually and aurally handicapped, and those persons with special health problems; the mentally retarded; the emotionally disturbed; and the multiply handicapped. Their limitations and what can be done in general and in research to help are discussed. Modification of playgrounds and facilities and equipment for swimming, camping, fishing and boating is described; and national, state, and private agencies in several areas which can help are mentioned and their addresses are given. Case histories are provided of a self guiding nature trail in Aspen, Colorado, camping in San Francisco, California, and adaptation of recreation facilities in New York State (including park planning, access, toilet facilities, swimming pools, picnic areas, play areas, and miscellaneous facilities). Sixty-four references are cited. (JD)

ABSTRACT 12024

EC 01 2024 ED 030 991
Publ. Date (68) 46p.
Brown, Louis F.; Andrews, James B.
A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.
Iowa University, Iowa City, University Hospital School
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-6-068646-1750

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; recreational programs; student evaluation; outdoor education; summer programs; camping; science instruction; homemaking skills; educable mentally handicapped; physical education; self concept; sociometric techniques; personal adjustment; tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrametric region. Recreational activity preferences were altered, although not significantly in favor of those offered. (JD)

ABSTRACT 20409

EC 02 0409 ED N.A.
Publ. Date 67 27p.
Mondschein, Diane
They Can-- Camping. A Practical Approach in the Education and Socialization Process for the Educationally Handicapped Child.
EDRS not available
Academic Therapy Quarterly; V2 N2 P100-26 Win 1967

Descriptors: exceptional child services; handicapped children; camping; recreational activities; counselors; group experience; socialization

Socialization is discussed as a taught skill and a summer day camp for educationally handicapped children is described in terms of programing and staffing. Plans for development of a permanent center for personality development are presented. (JD)

ABSTRACT 20468

EC 02 0468 ED N.A.
Publ. Date 64 199p.
Recreation for the Mentally Retarded; A Handbook for Ward Personnel.
Southern Regional Education Board, Atlanta, Georgia, Attendant Training Project
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
SREB, 130 Sixth Street, N. W., Atlanta, Georgia 30313 ($1.50).

Descriptors: exceptional child services; mentally handicapped; recreation; institutionalized (persons); recreational programs; recreational activities; games; handicrafts; guides; institutional personnel; music

A recreation handbook for ward personnel in residential facilities for the mentally retarded contains ideas for games and crafts and also presents reasons for recreation and the attendant's role in providing recreation and selecting activities. Explanations for the 64 active games, 24 music and rhythm activities and 24 quiet and table games include number of players, play area required, equipment and materials, preparation for activity, playing rules, and adaptations. Equipment and materials needed and directions are given for 53 arts and crafts and for constructing inexpensive games and equipment. Appendixes include information on service and professional organizations; general publications on mental retardation and recreation, arts and crafts, and music and rhythm; sources of equipment and supplies; and facilities which participated in an attendant training project. (LE)

ABSTRACT 20685

EC 02 0685 ED N.A.
Publ. Date Feb 66 73p.
Avedon, Elliott M. And Others
Activating Co mmunity Resources for Therapeutic Recreation Services. Final Report.
Comeback, Inc., New York, New York
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Comeback, Inc., 16 West 46th Street, New York, New York 10036.

Descriptors: exceptional child services; rehabilitation; physically handicapped; special health problems; professional personnel; community resources; community services; demonstration projects; administration; program planning; recreation; teamwork; program coordination; volunteers

Included are six topics pertaining to the development of research, consultation, information, and related services in therapeutic recreation. The topics deal with the following: the role of the specialist in the community, communication processes among project staff and

between staff and the community, identifying community resources, the implementing of therapeutic recreation at three demonstration sites, and achieving objectives of therapeutic recreation. Also included are basic approaches to specific situations in different communities. The appendixes contain methods of using community resources, teenage volunteers, applications for services, and a sample skill inventory. (LL)

ABSTRACT 20763

EC 02 0763 ED N.A.
Publ. Date Dec 67 223p.
Alonso, Lou, Ed.; Wessel, Janet, Ed.
Physical Education and Recreation for the Visually Handicapped; Report of the First Physical Education and Recreation Workshop for Visually Handicapped Children and Youth (Michigan State University, August 14-28, 1964).
Michigan State University, East Lansing;
Michigan School For The Blind, Lansing
American Association Of Instructors Of The Blind, Inc., Washington, D.C.;
American Foundation For The Blind, New York, New York
EDRS not available
Michigan State University Press, Box 550, East Lansing, Michigan 48824.

Descriptors: exceptional child education; visually handicapped; physical education; recreation; educational needs; teacher workshops; teaching methods; blind children; partially sighted; adolescents; educational philosophy; curriculum planning; intramural athletic programs; student evaluation; games; individual development; teaching guides; visually handicapped orientation; visually handicapped mobility

A workshop for administrators, physical educators, special educators, and others examined physical education curricula needs of the visually handicapped. Seventeen visually impaired youth simultaneously attended an intensive program of physical education designed to build skills discussed in the workshop. Discussions and papers are concerned with research and philosophy, fundamental considerations in curriculum, evaluation, and instruction, and specialized approaches to teaching physical skills such as games, stunts and tumbling, track and field, and swimming and wrestling. There is a 134 item bibliography. (LE)

ABSTRACT 20854

EC 02 0854 ED 025 082
Publ. Date 68 106p.
Crane, Helen B., Ed.
Easter Seal Guide to Special Camping Programs.
National Easter Seal Society For Crippled Children And Adults, Chicago, Illinois, Task Force On Special Camping
EDRS not available
The National Easter Seal Society For Crippled Children And Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 (e-45, 1:5m:668, $1.50).

Descriptors: exceptional child education; recreation; program planning; administration; standards; camping; handicapped children; resident camp programs; equipment standards; counselor qualifications; environmental criteria; budgeting; recreational activities; facility guidelines; administrative policy; administrator guides; health personnel; safety; personnel policy

Intended for organizations having or planning to establish resident camping programs for people with special needs, this guide supplements the American Camping Association's Standards. The philosophy, aims, and objectives of specialized camping programs are considered and the following are discussed: administration, camp site selection, legal matters, insurance, budget and finance, buildings and facilities, admission and followup procedures, personnel, health and safety, and programing and activities. The appendix includes samples of forms and records used in special camping programs and standards specified by the United States of America Standards Institute for making buildings and facilities accessible to and usable by the physically handicapped. A 33-item annotated bibliography and a list of national organizations and their addresses are also included. (LE)

ABSTRACT 20895

EC 02 0895 ED 016 334
Publ. Date Jun 66 25p.
Avedon, E. M.
Recreation and Mental Retardation.
Public Health Service, Arlington, Virginia, Mental Retardation Branch
EDRS not available
PHS-PUB-NO-1512
Superintendent Of Documents, U. S. Governmen' Printing Office, Washington, D. C. 20402 ($0.15).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; mental retardation; recreational programs; recreational activities; community recreation programs; school recreational programs; physical recreation programs; physical development; preschool children; recreational facilities; community services; responsibility; community resources

In a discussion of recreation and mental retardation, recreation and its role in providing enjoyment and opportunities to let off steam, resolve conflicts, and improve feelings of personal worth are defined. The importance of recreation in preventing motor retardation and physiological and psychological impairments in the mentally retarded is described. Recreative responsibility is placed primarily with the family. Helpful agencies, including public schools, youth associations, community centers, and municipal recreation centers, are listed. Recreation program planning for the retarded is discussed, and the need to provide activities appropriate to each individual's sex, age, socioeconomic status, and abilities is presented. Specific suggestions are given for home, school, and community and agency programs. Several programs administered by the Department of Health, Education, and Welfare having the authority to support activities in the field of recreation and mental retardation are described. Also listed are agencies of help in establishing local community recreation programs, four non-profit agencies in mental retardation, three non-profit and 15 national organizations in recreation, and nine references of help in developing recreational services for the mentally retarded. (JA)

ABSTRACT 20969

EC 02 0969 ED 033 509
Publ. Date 69 419p.
Arnheim, Daniel D. And Others
Principles and Methods of Adapted Physical Education.
EDRS not available
C. V. Mosby Company, 3207 Washington Blvd., St. Louis, Missouri 63103 ($10.75).

Descriptors: exceptional child education; handicapped children; physical education, administration; physical activities; games; teaching methods; physical education facilities; human posture; physically handicapped; special health problems; mentally handicapped; emotionally disturbed; visually handicapped; aurally handicapped; neurologically handicapped; adults

Programs in adapted physical education are presented preceded by a background of services for the handicapped, by the psychosocial implications of disability, and by the growth and development of the handicapped. Elements of conducting programs discussed are organization and administration, class organization, facilities, exercise programs (selection, assignment, and teaching), an exercise for tension reduction, and adapted games and sports. Problems of specific disabilities and programs for the unfit which are considered are the following: posture malalignment, cardiovascular disorders, musculoskeletal disorders (acute, chronic, and congenital), mental retardation, emotional disturbances, sensory disorders, neurological and other disorders, and adult fitness and aging. Also included are photographs, a glossary, and four appendixes with exercise diagrams. (JM)

ABSTRACT 20980

EC 02 0980 ED 033 520
Publ. Date 66 208p.
Case, Maurice
Recreation for Blind Adults.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child services; visually handicapped; recreation; adults; incidence; social work; individual characteristics; handicrafts; dance; dramatics; group activities; language arts; music activities; recreational activities; socialization; leadership qualities; volunteers; administration; program planning; administrative policy

The effects of blindness in adults, activity programs, and the administrative technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as introduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

ABSTRACT 20988

EC 02 0988 ED N.A.
Publ. Date 66 22p.
Outdoor Recreation Facilities for the Disabled.
Georgia Department Of State Parks, Atlanta
EDRS not available
Georgia Department Of State Parks, 7 Hunter Street, S. W., Atlanta, Georgia 30334.

Descriptors: exceptional child services; physically handicapped; recreational facilities; parks; camping; state recreation legislation; outdoor education; recreational activities; park design; state programs; Georgia

A plan for a centrally located state park designed to meet the needs of physically handicapped individuals in Georgia is presented including information on its purpose, location, activities, facilities, background, types of accommodations and definitions of the terms, disabled and outdoor recreation. Maps showing the location and service areas of the park, and diagrams showing facility location and group camp structures are provided. (RD)

ABSTRACT 20997

EC 02 0997 ED N.A.
Publ. Date 64 84p.
Avedon, Elliott M.; Arje, Frances B.
Socio-Recreative Programing for the Retarded; A Handbook for Sponsoring Groups.
EDRS not available
Bureau Of Publications, Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027.

Descriptors: exceptional child services; recreation; recreational programs; mentally handicapped; community recreation programs; program planning; annotated bibliographies; program development

The needs of the mentally retarded for recreational services from birth through adulthood, and guides for developing these social recreation programs within the community are analysed. Methods are outlined for establishing model programs and pilot demonstrations, and four examples of community based programs are summarized. Sources of consultative material, a master plan for promoting community interest and action, and two speeches concerning national trends and legislaton influencing services for the retarded are considered. An appendix includes sample forms used in recreation planning. (SB)

ABSTRACT 21079

EC 02 1079 ED N.A.
Publ. Date Jan 69 352p.
Wheeler, Ruth Hook; Hooley, Agnes M.
Physical Education for the Handicapped.
EDRS not available
Lea And Febiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($9.75).

Descriptors: exceptional child education; physically handicapped; handicapped children; physical education; physical fitness; human body; rehabilitation programs; physical activities; human posture; special programs; muscular strength; physical therapy; teaching methods; social adjustment; exercise (physiology); program planning; anatomy

Designed primarily for the teacher, information is presented in the following areas: a brief review of history and trends in adapted physical education and therapeutic exercise; rehabilitation and habilitation in the areas of physical medicines, allied medical services, and physical education; essentials of the nervous system; motor learning and body image; mechanical and muscular efficiency; daily tasks and body mechanics; common postural deviations and resulting adjustment problems; methods to implement the physical education program for the exceptional child; handicapping conditions with recommendations for physical education activities; and future directions in adapted physical education. Sixteen tables and charts, 354 illustrations, and a 168-item bibliography are included. (LE)

ABSTRACT 21119

EC 02 1119 ED N.A.
Publ. Date 69 82p.
Schorlemmer, Ella, Comp.
Band Aid Therapy.
Victoria Public Schools, Victoria, Texas
EDRS not available
Victoria Independent School District, 1611 East North Street, Victoria, Texas 77901.

Descriptors: exceptional child education; psychomotor skills; motor development; games; perceptual motor learning; enrichment activities; speaking activities; language rhythm; learning readiness; poetry; speech skills; group activities; recreational activities; singing; music activities; learning activities

A variety of games, songs, hand activities, and other movement experiences are presented which provide for success and enjoyment for most children and which will serve as readiness activities in motor skills for those with inadequate coordination skills. Materials are assembled under the following classifications: body action in rhyme, animal motions, hand fun, counting exercises, therapy through Mother Goose, rhymes for quiet times, the seasons in swing, holidays through motion, verses with action in Spanish, home and family activities, and noises to hear and to make in rhyme. The final section includes sounds in the alphabet with poems or exercises which specifically incorporate the noise for auditory practice. (WW)

ABSTRACT 21265

EC 02 1265 ED N.A.
Publ. Date Mar 70 11p.
Rarick, G. Lawrence And Others
The Physical Fitness and Motor Performance of Educable Mentally Retarded Children.
Exceptional Children; V36 N7 P609-19 Mar 1970

Descriptors: exceptional child research; mentally handicapped; physical fitness; educable mentally handicapped; sex differences; motor development; psychomotor skills; testing; intelligence level; AAHPER Physical Fitness Tests

A modification of the AAHPER Youth Physical Fitness Test was administered to a national sample of 4,235 educable retarded boys and girls, ages 8 to 18 years. Age changes in performance followed essentially the same trends as in normal children, although the retarded of both sexes were substantially behind standards on normal children. Sex differences in performance of the retarded were similar to those noted in normal children, the boys showing superiority in all tests at all ages. Intercorrelations among the test items were low for both sexes at all age levels and of approximately the same magnitude as in children of normal intelligence. (Author)

ABSTRACT 21458

EC 02 1458 ED 034 336
Publ. Date 69 233p.
Cratty, Bryant J.
Motor Activity and the Education of Retardates.
EDRS not available
Lea And Ferbiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($8.75).

Descriptors: exceptional child education; physical activities; psychomotor skills; teaching methods; mentally handicapped; infants; body image; perceptual motor coordination; early childhood; age differences; handwriting; arousal patterns; attention control; motor reactions; muscular strength; music activities; self concept; games; evaluation methods; tests

Presented are chapters concerned with the relationship of motor activity to education. The topics discussed are research, movement and performance in infants and children, principles of teaching motor skills; arousal level and attention; scribbling, drawing, writing,

strength, flexibility, endurance, and control of large muscles; music and rhythm; and self confidence, body image, and games. Appendixes discuss the administration, scoring, and findings of gross motor, drawing, and game choice tests. (JP)

ABSTRACT 21464

EC 02 1464 ED 034 342
Publ. Date Jan 69 41p.
Orzak, Louis H. And Others
Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.
Parents And Friends Of Mentally Retarded Children Of Bridgeport, Inc., Connecticut
Department Of Health, Education, And Welfare, Washington, D. C., Social And Rehabilitation Service
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; camping; recreation; day camp programs; recreational activities; administration; program planning; community programs; program evaluation

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention to the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

ABSTRACT 21467

EC 02 1467 ED 034 345
Publ. Date 68 91p.
Physical Education and Recreation for Handicapped Children; Proceedings of a Study Conference on Research and Demonstration Needs.
American Association For Health, Physical Education, And Recreation, Washington, D. C.;
National Recreation And Park Association, Washington D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; physical education; recreational programs; program evaluation; mentally handicapped; visually handicapped; aurally handicapped; physically handicapped; emotionally disturbed; camping; community recreation programs; services; recruitment; evaluation needs

Included are articles on the status of physical education for the retarded, the visually handicapped, the hearing impaired, and the emotionally disturbed. Concepts in research and demonstration needs in physical education and recreation for the physically handicapped are presented. Papers consider the status of recreation for the handicapped as related to the following: community agencies, institutions, and schools. Also discussed are research on recreation camping, an assessment and evaluation of projects, the methods of collecting and disseminating information, legislation, recruitment and training, and available services. (JM)

ABSTRACT 21650

EC 02 1650 ED N.A.
Publ. Date (68) 65p.
Manual of Perceptual-Motor Activities; A Guide for Elementary Physical Education and Classroom Teachers.
EDRS not available
Mafex Associates, Inc., P. O. Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; perceptual motor coordination; motor development; perceptual motor learning; physical education; physical development; physical activities; evaluation techniques; games; equipment utilization; program descriptions; teaching guides

The manual is designed to provide classroom teachers and physical educators with information on new techniques in perceptual motor training. The need for physical education, the purpose of the manual, the philosophical background, a glossary of definitions, and a hypothetical case are presented as introductory matter. Diagnostic tools are discussed and listed, programing techniques are illustrated, and possible activities outlined. Methods of relating physical activities to classroom activities are reviewed, and games are described. Obstacle courses are suggested for equipment utilization. Each section includes diagrams and step-by-step instructions for practical application. (JM)

ABSTRACT 21773

EC 02 1773 ED 035 152
Publ. Date 68 150p.
Josephson, Eric
The Social Life of Blind People. American Foundation for the Blind Research Series No. 19.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West Sixteenth Street, New York, New York 10011.

Descriptors: exceptional child research; visually handicapped; social life; blind; adults; social isolation; social intergration; economic factors; self concept; employment problems; leisure time; special services; incidence; age differences; social relations; reading habits; visually handicapped mobility; financial support; surveys

Discussions and information are concerned with free time and leisure, age, impairment, and leisure, and poverty and leisure; the prevalence of blindness, the self-perception of the blind, their activity and mobility limitations; and problems of poverty of the blind in education, employment, income, and living arrangements. Also discussed are active and inactive people, leisure time preferences, radio and television, social life, cultural activity, reading habits and reading methods, help with worries and problems, and the need for integration into the sighted world. Each chapter has references, extensive tables which indicate the results of interviewing, and examples. (JM)

ABSTRACT 21779

EC 02 1779 ED 035 158
Publ. Date 69 161p.
A Practical Guide for Teaching the Mentally Retarded to Swim.
American Association For Health, Physical Education And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; teaching methods; swimming; recreational activities; reinforcement; games; recreation; recreational facilities; sequential approach; records (forms); program administration; physical education

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and forms, and first aid procedures. Suggested methods consider perceptual motor abilities, a multisensory approach, breaking down skills sequentially, transfer of training, motivation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water stunts and games are included as are recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

ABSTRACT 21800

EC 02 1800 ED N.A.
Publ. Date 69 48p.
Klappholz, Lowell, Ed.
Physical Education for the Physically Handicapped and Mentally Retarded.
EDRS not available
Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

Descriptors: exceptional child education; physically handicapped; mentally

handicapped; physical education; physical recreation programs; physical activities; school programs; exercise (physiology)

Physical education programs for both the physically handicapped and the mentally handicapped are described. Medical approval and consultation are stressed, and medical excuse forms, mobile units, prescriptive programs, an adaptive pilot project, and survey reports are discussed. Programs mentioned are teaching through testing, posture improvement, high school programs, hiking and swimming, activities for the visually handicapped, and sports activities. Programs for the mentally handicapped include camping, daily exercise and recreation, special skills development, and specialized olympics. Information is also presented on research and observation of physical possibilities, insight into individual problems, three successful projects, and suggestions of what to teach. (JM)

ABSTRACT 21807

EC 02 1807 ED N.A.
Publ. Date 65 267p.
Rathbone, Josephine L.; Hunt, Valerie V.
Corrective Physical Education.
EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105.

Descriptors: physical education; diseases; exercise (physiology); muscular strength; physical fitness; human body; human posture; anatomy; administrative problems; anomalies; physical handicaps

An introduction to corrective physical education considers current emphases in conditioning and new emphases in tests and measurements. A review of anatomy and the mechanics of human movement covers general body structure, the foot and lower leg, knee and hip joints, the spine, trunk muscles, thorax and abdomen, and the shoulder and upper arm. Physiological, neurological, and psychological considerations are explored as are postural weaknesses and other growth and development problems. Exercise is discussed in relation to disease and impairment, and corrective exercises are both described and illustrated. Also treated are tension and techniques in relaxation and the administration of a corrective physical education program. (RJ)

ABSTRACT 21835

EC 02 1835 ED N.A.
Publ. Date (68) 74p.
Elwyn Institute Curriculum for the Mentally Handicapped: Leisure Time.
Elwyn Institute, Pennsylvania
EDRS not available
Elwyn Educational Materials Center, Elwyn Institute, Elwyn, Pennsylvania 19063.

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; instructional materials; elementary grades; kindergarten; social studies; leisure time; recreational activities; Elwyn Institute (Pennsylvania)

The curriculum guide on leisure time used with the mentally handicapped at the Elwyn Institute (Elwyn, Pennsylvania) presents in outline form curriculum areas and suggested teaching methods. The primary section (kindergarten through second grade), the intermediate section (second through third grades), and the advanced section (third through fifth grades) each cover free period, writing letters, social games, appreciation, hobbies, travel, pleasure buying, and responsibility. The advanced section also discusses a leisure time booklet. (MS)

ABSTRACT 21933

EC 02 1933 ED 036 912
Publ. Date Jun 69 79p.
Herron, Charles E. And Others
A Compilation of Adapted Equipment for Physically Handicapped Children: Historical References and Implications for Utilization in Physical Education as a Component of Special Education.
Alabama University, University, Department Of Special Education
EDRS not available
Charles E. Herron, University Of Alabama, Department Of Special Education, University, Alabama 35486.

Descriptors: exceptional child education; physically handicapped; physical education; athletic equipment; incidence; instructional materials; adjustment (to environment)

The history of physical education, a philosophy of education, the need for a study of adapted equipment, and a definition of terms are presented. A selected review of the literature and the study methodology precede a list of equipment and apparatus. Drawings of 60 kinds of material are provided, some accompanied by dimensions, composition, and instructions for assembly. Conclusions are given concerning physical education equipment for the physically handicapped; references are cited. (RJ)

ABSTRACT 21962

EC 02 1962 ED 036 941
Publ. Date (69) 22p.
An Adaptive Playground for Physically Disabled Children with Perceptual Deficits; The Magruder Environmental Therapy Complex.
Orange County Board Of Public Instruction, Orlando, Florida
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; perceptual motor coordination; playgrounds; recreational facilities; preschool children; design needs; motor development; environmental criteria; physical facilities

Designed as a specialized play area for physically handicapped preschool children with perceptual deficits, the Magruder Environmental Therapy Complex (ETC) is described as a means to create an environment in which these children could function freely. Pictures are used to show children using the equipment and the architectural aspects of construction. A brief summary, the problem defined, the goal of ETC, the basic perceptual motor experiences of ETC, principle features of ETC and physical problems, testing plans designed to evaluate the effects of ETC, and early observations by teachers, therapists and aides indicating the benefits of the free, unstructured play area are detailed. (WW)

ABSTRACT 22301

EC 02 2301 ED N.A.
Publ. Date 69 47p.
Therapeutic Recreation Journal.
EDRS not available
Therapeutic Recreation Journal; V3 N4 P1-47 Fourth Quarter 1969

Descriptors: exceptional child services; recreation; therapy; emotionally disturbed; summer programs; national organizations; recreational facilities; visually handicapped; blind; drama; mentally handicapped; leisure time; program planning; recreational programs; National Therapeutic Recreation Society

Included in this issue are articles on the following topics: a coordinated summer program of therapeutic recreation and academic instruction for emotionally disturbed children, the role of a national organization for therapeutic recreation, a philosophical statement on therapeutic recreation service, and descriptions of San Francisco Recreation Center for the Handicapped, and a community drama project for the blind. Additional articles present a guide to organizing leisure time services for the mentally retarded, recreation services for the mentally retarded and a related selected bibliography. (MS)

ABSTRACT 22302

EC 02 2302 ED N.A.
Publ. Date 69 36p.
Therapeutic Recreation Journal. Special Issue: Theapeutic Recreation Service and Mental Retardation.
EDRS not available
Therapeutic Recreation Journal; V3 N3 P1-36 Third Quarter 1969

Descriptors: exceptional child services; mentally handicapped; recreation; recreational programs; program planning; custodial mentally handicapped; trainable mentally handicapped; residential programs; educable mentally handicapped; outdoor education; art activities; professional education; reference materials; Kansas

This special issue on therapeutic recreation services and mental retardation includes articles in the following areas: therapeutic recreation for the profoundly retarded, improving services, rights of the retarded, federal support of recreation, recreation services in Kansas, and initiating a program in cottages for the

severely and profoundly retarded. Additional topics include outdoor education for educable and trainable retarded, recreational arts and crafts, educational preparation and professional identity recreation personnel in residential centers. Reference material and selected films are listed. (MS)

ABSTRACT 22477

EC 02 2477 ED N.A.
Publ. Date Nov 69 217p.
Cratty, Bryant J.; Hutton, Robert S.
Experiments in Movement Behavior and Motor Learning.
EDRS not available
Lea And Febiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($4.95).

Descriptors: exceptional child education; skill development; psychomotor skills; motor reactions; scientific methodology; problem solving; reaction time; perceptual motor coordination; performance factors; aspiration; kinesthetic perception; transfer of training; retention; laboratory manuals; laboratory experiments

Designed to enable physical educators to explore psychological variables influencing motor performance, movement behavior, and motor learning, this laboratory manual contains 25 experiments providing experience in utilizing and analyzing scientific methods of problem solving. Experiments include past findings, procedures for administering tests, application of findings, and sample data and computation sheets. Experiments described are reaction time--movement speed; personal equations in movement; balance--agility; strength and endurance; arm-leg coordination; complex movement speed; hand-eye coordination; stress and performance; tension and performance; amount-set; aspiration level; kinesthesis; kinesthetic after-effects; performance and learning curves; analysis of a learning curve; whole versus part practice; spaced versus distributed practice; bi-lateral transfer; intertask transfer; knowledge of results; influence of visual, manual, and visual-manual guidance upon skill acquisition; influence of interpolated activities upon learning and performance; comparison of mental practice and physical practice; serial effects in learning and retention; and short-term retention. Included are a 99-item bibliography and statistical reference tables. The manual is designed for use with the text of Dr. Cratty, Movement Behavior and Motor Learning, but may be used to supplement other texts. (MS)

ABSTRACT 22728

EC 02 2728 ED 039 670
Publ. Date 69 18p.
Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
Mansfield Training School, Mansfield Depot, Connecticut, Department Of Physical Education
EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 22729

EC 02 2729 ED 039 671
Publ. Date 67 19p.
Fait, Hollis F.
Physical Fitness Test Battery for Mentally Retarded Children (Trainable and Educable).
Connecticut University, Storrs
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; physical fitness; physical education; testing; educable mentally handicapped; trainable mentally handicapped; tests

A physical fitness test battery for educable and trainable mentally handicapped children is presented. Instructions are given for administering the test; descriptions are given of the seven test items, including the 25 yard run, bent arm hang, leg lift, static balance, thrust, and 300 yard run-walk. Rationale for the items and factors in determining the tests are reviewed; a score card is appended. (JD)

ABSTRACT 22747

EC 02 2747 ED 039 689
Publ. Date 68 94p.
Barnett, Marian Weller
Handicapped Girls and Girl Scouting: A Guide for Leaders.
Girl Scouts Of The U. S. A., New York, New York
EDRS not available
Girl Scouts Of The U. S. A., 830 Third Avenue, New York, New York 10022 ($2.00).

Descriptors: exceptional child services; handicapped children; girls clubs; leaders guides; camping; recreational activities; organization; girl scouts

Designed as a handbook for girl scout leaders involved with the handicapped girl scout, the manual first makes general statements about handicaps, leader qualifications, and troop placement and organization. Information and guidelines for leaders are provided for the following exceptionalities: visual impairment, hearing impairment, orthopedic problems, cardiac problems, diabetes, epilepsy, mental retardation, and emotional problems. The adaptation of activities to the individual problem is discussed, camping suggestions are made, and a list of resources for additional information is included. (JM)

ABSTRACT 22758

EC 02 2758 ED 039 700
Publ. Date May 70 35p.
Frost, Judith, Ed.; Meyers, Miriam, Ed.
Day Care Reference Sources: An Annotated Bibliography, May, 1970.
Minneapolis University Medical School, Minneapolis, Department Of Physical Medicine And Rehabilitation;
American Rehabilitation Foundation, Minneapolis, Minnesota, Kenny Rehabilitation Institute
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; day care services; annotated bibliographies; child care; child welfare; child development centers; working parents; economically disadvantaged; early childhood

The annotated bibliography of day care reference sources lists documents published for use within the federal government, publications of departments and bureaus within the federal government, publications by non-governmental associations and institutions, and materials distributed by the Minnesota Department of Public Welfare. Also included is information on reprints and books, bibliographies and catalogues, and organizations publishing materials on day care. (RD)

ABSTRACT 22893

EC 02 2893 ED 040 545
Publ. Date 68 84p.
Anderson, William
Teaching the Physically Handicapped to Swim.
EDRS not available
Transatlantic Arts, Inc., North Village Green, Levittown, New York 11756 ($3.75).

Descriptors: exceptional child education; physical education; swimming; physically handicapped; teaching methods; visually handicapped; aurally handicapped; cerebral palsy; swimming pools; physical education facilities; exercise (physiology); physical therapy

First principles of teaching swimming to the handicapped are reviewed; attention is given to children with cerebral palsy or muscular dystrophy, physical handicaps, blindness, and deafness. Swimming strokes, suggested exercises, group teaching, and a typical sequence of lessons and exercises are considered. Some case histories and a plan for a learners' pool are provided. (JD)

ABSTRACT 23408

EC 02 3408 ED N.A.
Publ. Date 69 17p.
Witt, Peter A.
A History of Recreation for the Mentally Retarded.
University Of Illinois, Urbana, Children's Research Center
EDRS not available
Children's Research Center, 210 Education Building, University Of Illinois, Urbana, Illinois 61801.

Descriptors: exceptional child services; mentally handicapped; recreation; historical reviews; literature reviews; recreational programs

Periodical literature from 1920 to 1968 concerning recreation for the mentally handicapped is reviewed for the purpose of tracing over time the changes in philosophy and practice of providing recreation services to this group. It is demonstrated that the literature from 1920 to 1945 was concerned with the value of recreation and had moralistic overtones, with child maintenance and behavior control the major concern. The literature shows how, from 1945, recreation was recognized as a fundamental human need for the mentally handicapped. Later literature reflects the realization of the need for research, the formation of national organizations such as the National Association for Retarded Children (NARC), and the expansion of recreation services. From the time of President Kennedy's appointment of a panel to study the problem of mental retardation, the literature shows a concern for the experimental approach. (GD)

ABSTRACT 23475

EC 02 3475 ED 041 436
Publ. Date May 70 47p.
A Directory of Summer Camps for Children with Learning Disabilities.
Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS mf,hc
Association For Children With Learning Disabilities, 2200 Brownsville Road, Pittsburgh, Pennsylvania 15210.

Descriptors: exceptional child services; learning disabilities; resident camp programs; directories; camping; summer programs

Reasons a learning disabled child should attend a summer camp are discussed, together with guidelines for selecting a camp and preparing the child. Information about the residential camps listed includes location, impairments served, age range, dates, size, fee, availability of camperships, and where to obtain further information. (KW)

ABSTRACT 23514

EC 02 3514 ED N.A.
Publ. Date 68 161p.
Etter, Mildred Field
Exercise for the Prone Patient.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($3.25).

Descriptors: physically handicapped; occupational therapy; exercise (physiology); rehabilitation programs; physical therapy; equipment; muscular strength; physical activities

An exercise program for disabled patients who must lie in the prone position is discussed. Techniques and equipment providing active and free-moving treatment to enable patients to regain strength, range of motion, endurance, and function are described. Numerous photographs and drawings accompany the text. (MS)

ABSTRACT 23534

EC 02 3534 ED N.A.
70p.
Franklin, C. C.; Freeburg, William H.
Diversified Games and Activities of Low Organization for Mentally Retarded Children.
Southern Illinois University, Carbondale
EDRS not available
Southern Illinois University, Department Of Special Education, Carbondale, Illinois 62901.

Descriptors: exceptional child education; mentally handicapped; physical education; physical development; physical activities; curriculum guides; games; recreation

Basic principles in teaching physical activities to young mentally retarded children are presented along with child growth and development characteristics and needs, and concepts which contribute to the mental, social, and physical health of 8-year-olds. Suggestions are provided for games and contests, dramatized stories, charades, songs, water games, and day camp. Also detailed are physical education in the elementary school and supplementary physical education activities. (JD)

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